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ABSTRACT

This kit concerns school board policies that support better school public relations. Its function is twofold: (1) to draw the board's attention to the importance of getting policy guidelines down in writing; and (2) to provide source materials helpful to the task. There are three underlying premises developed by this kit. The first is that effective, viable policies are those that are developed by the board in consultation with key staff members and with others concerned with a given policy. Secondly, "news management" by school boards is a risky business and had best be avoided. Finally, while written policies are important, they alone cannot guarantee good public relations between the total school enterprise and its many publics. (Document previously cited in RIE as ED 044 540.) (DS)

ED 047358

Policies That Support Better School Public Relations

Cat. no.: 70-27

June, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EA 003 268

...a school board policy development kit prepared by the Educational Policies Service of the National School Boards Association

ABOUT:

the School Board Policy Development Kits...

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3

POLICIES THAT SUPPORT BETTER SCHOOL PUBLIC RELATIONS

Cat. no. 70-27 *June, 1970*

Dear Colleague:

When it comes to public relations, many school boards just aren't doing their job.

That's the consensus of more and more concerned observers. The neglect is dangerous for education.

Consider, for example, this commentary from M. Scott Norton, vice chairman, Department of Educational Administration, University of Nebraska:

> "The overwhelming majority of school systems in the nation have not implemented a planned program of public relations. Yet evidence is clear that the new issues facing education are making necessary new needs for such programs."

These issues, says Dr. Norton, include:

* The growing public concern for accountability in education
* Increasing pressures on the schools from a variety of "new publics"
* The rising cost of education and corresponding increase in the number of rejected school referendums by voters
* The public concern for student unrest and growing teacher militancy
* The myriad of changes in educational programs necessitating an understanding by school patrons
* Plus other new issues which have implications for a close school-community cooperation if support and progress are to be realized.

Add these other voices to Dr. Norton's:

"Little more than lip service has been given to translating education communication theory into practice with the resulting ferment in the field today. School public relations has been characterized by some as simply an image-building process, a matter of cranking out bond flyers, or a way to cover up the ills of the schools." (Al Holliday, director of information and publications, Pennsylvania Department of Public Instruction.)

"Along with our role as change agents, we must act as interpreters of the schools to the often-mystified public....If a school board is to be successful, it must be deeply involved in the community it serves, not just at election time, but at all times." (Ruth B. Doyle, president, Madison, Wisc., Board of Education, at the 1970 NSBA Convention.)

"In most school districts, community relations is always viewed with concern, constantly being worked on, but in most cases, never adequately staffed." (Martin Buskin, education reporter, *Newsday*.)

"This Phony Assumption"

Finally, consider this serious charge leveled by one of the nation's foremost authorities on educational public relations. The speaker is Robert Olds, director of the Center for Communications Studies of the National School Public Relations Association (NSPRA) and EPS/NSBA advisory board member.

"School boards and school administrators have taken a terrible beating in recent years, and they have unwittingly and unknowingly been their own worst enemies.

"School boards have failed to give reality to the basic assumption which exists in public education. This is the assumption that the board has a clear, accurate, and comprehensive picture of the community and people the district serves, that it has an accurate inventory of what the people want and need in educational services, that it has competent comprehensive information about every aspect of the educational program it provides.

"This basic assumption further maintains that the people of the community are fully aware of all aspects of the school system, its educational objectives, its strengths, its weaknesses, and the requirements for improvement. The people, so the assumption goes, are fully knowledgeable about their schools.

"Here is where the trouble lies. This phony assumption is going to kill public education unless we can somehow make the assumption a reality."

The major trouble, says Olds, is that the educational establishment has often been guided by a philosophy of "providing minimum information--school district to public; administration to staff; teachers to parents.

Also, communications has been "regarded as Madison Avenue hucksterism, self-seeking publicity, etc."

Also, some school officials seem to prefer to "tell the public to go to hell rather than face up to the communications task." This, adds Olds, is the school of thought which says "ask 'em for the money, and if we don't get it, just close up the schools."

The payoff for such past attitudes and practices, says Olds, is a public "so poorly informed about the realities of education that they have no basis for judging quality and, therefore, have no solid ground for wanting improvements."

Further, there is today "a communication gap between the school board and virtually every major community segment--citizens generally, parents, teachers, students." And no school system, he concludes, can operate "effectively and efficiently when a gap exists between any one or all of these groups."

Three Premises

This kit is about school board policies that support better school public relations. Its function is two-fold: (1) to draw the board's attention to the vital importance of getting policy guidelines down in writing; and (2) to provide source materials helpful to this task.

The source materials include:

--A checklist of EPS school board policy descriptors that relate to public relations

--A file of representative board policies on PR topics

--An advisory on ethical practices from the National School Public Relations Association

--A directory of school districts that produce exemplary public relations materials

--A guide to further reading on the subject of educational public relations.

An underlying premise of this kit is that effective, viable policies are those that are developed by the board in consultation

with key staff members (certainly with administrators who bear public relations responsibilities) and--quite likely--with others concerned with a given policy's content. Newsmen who cover the schools, for example, might prove to be very helpful "advisors" for a board policy on News Media Relations.)

Another premise of this kit is that "news management" by school boards is a risky business and had best be avoided. For one thing, news management seldom works. Rumors will out. Suspicions will rise. Policies that encourage candidness in public information approaches may, on occasion, rock the boat. But they are, in the long run, more constructive--and more honest--than policies which permit only "sunny sky" reports.

From our files, here is a policy excerpt which--we believe--seems to encourage news management. The section concerns "Releases to Reporters Seeking Information."

> The superintendent...and others who may be designated by the above mentioned are authorized to furnish information to reporters of a public relations nature concerning plans, activities, needs, and operational data of the school system. [So far so good.] Such information shall be accurate, significant, *generally accepted among staff members, and adequate to present before the general public....Information secured by individual reporters shall not be released generally unless it is of such a nature that the welfare of the school system shall warrant it.*

The italics, which are ours, call attention to passages which build restrictive fences about what may and what may not be released to reporters who, after all, are obliged to seek out and get all news that is legitimately public information.

From our files, and in contrast, here is a policy excerpt from the East Orange, N.J., Board of Education:

> The Board of Education is a public servant, and its meetings and records are a matter of public information.

That one sentence reflects a wholesome understanding of the role of an elected school board in a democratic society and also of the public's right to know about matters of record in the public's school system. The EPS policy classification system has a good slot for that statement. File it at KBA--Public's Right to Know.

There is, of course, a case for the school district to toot its own horn--to get the word out on all the good and constructive programs and practices that are going on. But there is also a case for candor. No school district operates with 100% effectiveness. Progress is possible only if weaknesses are made known,

their causes diagnosed, and plans laid to correct them. Most plans require public support. The management of school news--the showing of the bright side of the coin only--tends to keep the public in the dark and thus inhibits the process of building public support for school improvements.

A third premise of this kit is that while written policies are important indeed, they alone can't guarantee good public relations between the total school enterprise and its many publics. In the broadest sense of the term, public relations is comprised of the totality of actions of an organization to promote goodwill between itself and its constituents. Obviously, the "stuff" of public relations ranges from simple, daily kindnesses and common courtesies to, above all, quality instruction. Nothing, in fact, is truer than that old chestnut--"Good teaching is the best public relations the schools can have."

> "Winning support, like winning frineds, is rarely an intellectural exercise," says Croft's *Leadership Action Folio No. 8* (see reading list). "One smile equals three dissertations; lunch with the mayor edges out weeks of statistical sweat. [But] this doesn't mean that successful public relations depends on personal charm....[The] best way to win public support is through a sustained, coherent program."

Policies as PR Prerequisites

Polcies lay the bedrock foundation on which effective programs can be built. "A firm written policy gives shape and direction to the entire communication process," says a handbook for state education departments. "Without a clear statement of the [school district's] goals--and the role of the public information office in achieving them--even the most elaborate communication effort will be completely adrift."

The prerequisite nature of policies is reflected in the "Standards on Educational Public Relations" developed by NSPRA just two years ago. Policy development is given the No. 1 position. Here, from Article I, are the pertinent passages:

1. The educational organization shall commit to writing a clear and concise policy statement with resp-ct to its public relations program.

2. The policy statement shall be approved through formal action of the governing body of the organization, shall be published in its policy manual, and shall be subject to review by the governing body annually.

3. The policy statement shall express the purposes of the organization's public relations program and shall provide for the

delegation of such authority to the executives of the organization as deemed necessary to facilitate the achievement of such purposes.

4. The provisions of the policy statement shall be made known to the entire staff or membership of the organization through all appropriate means. As a minimum, the provisions shall be published in the personnel handbook or other publications of the organization.

5. Committment to the achievement of the purposes of the organizations public relations policy shall be demonstrated through the allocation of adequate human and financial resources to the public relations program.

[The additional NSPRA standards concern such matters as staffing, programing, and budgeting which are beyond the scope of this kit. See reading list for more information.]

Use Your EPS Handbook

The NSPRA principles listed above jibe almost completely with approaches to policy development advocated by the EPS/NSBA materials. Our only quibble is on a point of semantics. NSPRA uses the singular--"commit to writing a...policy statement." We employ the plural--commit to writing a number of statements as suggested by various EPS descriptor titles. A checklist of pertinent descriptors immediately follows this discussion.

Finally, it should be noted that a vital adjunct to this kit is the EPS/NSBA handbook, *School Board Policy Development for the '70s*. The handbook--rather than this kit--provides instruction on the methodology of getting policies into writing and keeping them up-to-date. See particularly the following sections in the handbook:

--"The Buck Stops at the Board Room Door," pp. 5-6

--Chapter 2, pp. 7-12

--"Section K--General Public Relations," pp. 35-36

--William E. Dickinson
Director, EPS/NSBA

EPS DESCRIPTORS THAT PERTAIN TO PUBLIC RELATIONS

*Note: The list that follows identifies those policy areas where public relations gets special emphasis in the EPS school board policy classification system. Each term suggests the need for a separate written board policy and, in some cases, a companion administrative rule. The EPS handbook--*School Board Policy Development for the '70s*--provides complete instructions for implementing this system.*

Section K--General Public Relations

An alternate title for this section might be "relations with the general public," for it concerns the total relationship between the school district and its constituents. This key section includes the following 14 subsections (66 separate descriptors in all):

KA--Public Relations Goals and Objectives
KB--Public Information Program (plus 14 subcategories)
KC--Board-Community Relations (plus seven subcategories)
KD--Staff-Community Relations (plus five subcategories)
KE--Student-Community Relations (plus seven subcategories)
KF--Community Instructional Resources (plus four subcategories)
KG--Use of School Facilities (plus three subcategories)
KH--Public Gifts (plus five subcategories)
KI--Free Materials Distribution in the Schools (plus two subcategories)
KJ--Advertising in the Schools
KK--Public Sales on School Property
KL--Public Use of School Records
KM--Visitors to the Schools
KN--Public Complaints (plus five subcategories)

PR Descriptors in Other Sections

Section B--School Board Operations. Note particularly:

BBF--Board Advisory Committees
BCBI--Public Participation at Board Meetings
BCBJ--News Coverage of Board Meetings
BDD--Policy Dissemination

Section C--General School Administration. Note particularly:

CMAC--Rules Dissemination

Section D--Fiscal Management. Note particularly:

DCCC--Public Involvement in Budget Preparation
DCDA--Publication of Budget Recommendations

DCDB--Budget Hearings and Reviews
DCEA--Budget Referenda

Section E--Business Management. Note particularly:

EFDC--Data Dissemination to Public

Section F--Facility Expansion Program. Note particularly:

FC--Facility Expansion Public Information Program
FDAE--Community Involvement in Long-Range Planning
FEAE--Community Involvement in Project Planning
FHC--Public Dedication

Section H--Negotiations. Note particularly:

HAIHB--Bargaining Meeting Progress Reporting to Press and Public
HAL--Announcement of Agreement

Section I--Instructional Program. Note particularly:

IIC--Use and Dissemination of Test Results

Section J--Students. Note particularly:

JHCC--Student Publications
JIB--Student Public Service

Section L--Interorganizational Relations (excluding education agencies). Note particularly:

LB--School-Community Cooperation
LC--School-Community Programs
LE--School-Community Organizations Relations

NOTE ABOUT THE EXHIBITS WHICH FOLLOW

The buff policies, yellow rules, and green information statements which follow are supplementary to those which may be found in the Educational Policies Reference Manual. Be sure to check descriptors indicated above in the Reference Manual in order to "retrieve" these valuable exhibits as additional resources for your deliberations on policies that support better public relations.

EPS/NSBA File: KA

PUBLIC RELATIONS GOALS AND OBJECTIVES

We, the members of the board of education of the Port Huron Area School District, in an effort to ensure and enhance the possibilities for excellence in the education of our children in a free society, present and endorse the following statement of policy on school and community relations because of our convictions (a) that the public schools belong in every sense to the people who created them by consent, and support them by taxation; (b) that the schools are only as strong as the intelligent and informed support of the people of the community, and never any stronger; and (c) that the support of the people must be based upon their knowledge of, their understanding about, and their participation in the aims and efforts of the public schools.

We, the members of the board of education, therefore, re-affirm and declare as the policy of the Port Huron Area School District, our design and intent (a) to keep the citizens of the district regularly and thoroughly informed through all the channels of communication on all the policies, programs, problems, and planning of the school system, and to carry out this policy through our own efforts and the offices of the superintendent of schools and the director of school-community relations; (b) to invite the advice and counsel of the people of the school district at all times and especially at all monthly meetings of the board of education, except at executive sessions; and (c) to solicit the sound thinking and studied counsels of the people through advisory committees selected from the community and appointed by this Board to consider those problems which vitally affect the future of our children.

SOURCE: Port Huron Area School District, Port Huron, Mich.

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12

EPS/NSBA File: KB

PUBLIC INFORMATION PROGRAM

It is the desire of the School Committee that the citizens of the community be fully informed of their policies and actions regarding official matters with the exception that deliberations on actions involving the discussion of employees and considered to involve matters of a personal or private nature shall not be considered public information.

It is the responsibility of the Superintendent of Schools to employ such means as may be at his disposal to inform citizens of the activities of the schools. It is his responsibility to remain sensitive to the interests and aspirations of the community and he may initiate efforts to assess these interests from time to time.

The School Committee through the Superintendent will seek to keep the public informed as to the needs and activities of the schools.

1. Cooperation by the schools with the various news media is encouraged.

2. Special publications by the Concord Public Schools may be issued for information of parents and the public from time to time.

3. School personnel shall be encouraged to meet with organizations and groups in the community to explain the school program and to seek community views and opinions.

SOURCE: Concord-Carlisle Regional School District, Concord, Mass.
DATE: 1965

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EPS/NSBA File: KB

PUBLIC INFORMATION PROGRAM

Since public education is a function initiated by, intended for, and financed largely by citizens of the district, they are entitled to be kept informed of the progress and problems faced by their educational institution. Good communications between the school system and its citizens is crucial for the development of wholesome mutual understanding, respect, and confidence; further, all persons directly associated with the system share the responsibility for developing desirable respect and understanding.

Communications is a two-way process--disseminating and receiving. Citizens are urged to bring their aspirations and feelings about their public schools to the attention of the body which they have chosen to represent them in the management of the institution.

While a number of channels are available for this two-way communication, the Chardon Board of Education sees its chief administrator as the most practical medium for disseminating and receiving information about the schools.

SOURCE: Board of Education, Chardon, Ohio

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EPS/NSBA File: KBA

PUBLIC'S RIGHT TO KNOW

In today's world of increasing news emphasis on education, the people, through the communications media, have become more aware of public education and more interested in it. A good relationship with the communications media is necessary if the story of the schools is to be told successfully.

The Board of Education supports the right of the people to know about the programs and services of their schools by making every effort to disseminate information. It is the responsibility of each school and staff member to facilitate dissemination by helping all news media representatives to obtain available information as accurately, quickly, and conveniently as possible. Good judgment and keen understanding are of paramount importance.

SOURCE: Charlotte-Mecklenburg Schools, Charlotte, N.C.
DATE: 11/28/67

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EPS/NSBA File: KBB

SCHOOL-SPONSORED INFORMATION MEDIA

Publications issued by and in the name of the schools of this district shall reflect the high regard and aspiraticns of our people for their schools. There must be no compromise with high quality of editorial content and effective format. The exercise of appropriate economy in materials and production is expected so long as the main purpose is not jeopardized.

Regular and special radio and TV programs shall be consistent with the goals of our schools and the instructional guides approved by the Board. It is important that such programs also reflect the high regard and aspirations of our people for their schools.

SOURCE: Special School District #1, Minneapolis, Minn.

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EPS/NSBA File: KBB

SCHOOL-SPONSORED INFORMATION MEDIA

The extent of the public understanding of Seattle Public Schools is partly dependent on the presentation of complex educational matters in brief, easily-assimilated publications.

The quality and effectiveness of the instructional programs as well as the broader aspects of education depend to a significant extent on printed administrative and instructional materials provided the teaching corps.

IT IS THE POLICY OF THE SEATTLE SCHOOL BOARD TO ENCOURAGE AND SUPPORT THE PRODUCTION AND PUBLIC DISTRIBUTION OF APPROPRIATE INFORMATIONAL PUBLICATIONS AND TO PUBLISH SUCH PROFESSIONAL MATERIALS AS ARE NECESSARY TO MEET THE SPECIAL NEEDS OF THE TEACHING CORPS.

SOURCE: School District #1, Seattle, Wash.
DATE: 1968

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EPS/NSBA File: KBC

NEWS MEDIA RELATIONS

The Board encourages a policy of sound relations with the press and other communication media in the community and surrounding geographical area. The Superintendent of Schools shall plan for periodic releases to the press and other communication media which will provide information to the community concerning its schools and various phases of the school program.

SOURCE: School District #41, Glen Ellyn, Ill.

The Board of Education shall...cooperate with the Superintendent of Schools and school staff in making available to news media and the public at reasonable times and under reasonable circumstances all factual information relative to the system except such information the release of which, in the judgment of the Board, would constitute a violation of individual right of privacy and good business practice.

SOURCE: Board of Education, North Kansas City, Mo.
DATE: 1963

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EPS/NSBA File: KBCA

NEWS RELEASES

The Superintendent, or someone designated by him, will be the press liaison person for coordinating the release of information concerning the school system and actions of the Board. The principal of each school, or a person designated by him, will be responsible for maintaining liaison with information media for the dissemination of information relating to his school.

The use of all information media for keeping the public continuously informed concerning schools, cost, curriculum, changes, expansion, special events, and other items of public interest is encouraged.

SOURCE: Special School District #1, Minneapolis, Minn.

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NEWS RELEASES

All news releases concerning the Minneapolis Public Schools, except the reports of athletic games and information concerning the operation of a particular school, shall be cleared through the office of the Superintendent of Schools.

Administrators, teachers, and other staff members are urged to write up school news, but such articles, with the exceptions noted above, must be coordinated centrally for the following reasons:

1. Avoidance of duplication of material;
2. Maintenance of consistency with respect to school publicity;
3. Compilation of a file of releases as a protection to the schools.

The principal is responsible for the preparation and distribution of news releases concerning the activities within his building, and for seeing that they are cleared with the central office, when necessary.

SOURCE: Special School District #1, Minneapolis, Minn.

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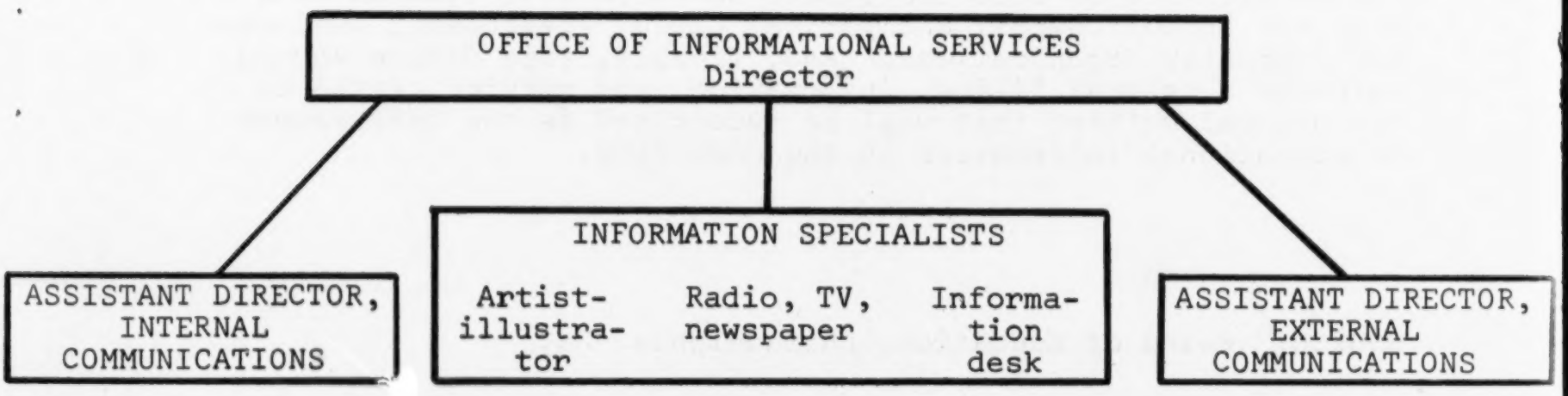
EPS/NSBA File: (CCAA)*

ORGANIZATION CHART



The Office of Informational Services is directly responsible administratively to the superintendent of schools.

The basic functions of the Office of Informational Services are as follows:

1. Developing a positive total program to bring about the continuous improvement of understanding between the community and the board of public education and its staff.

2. Organizing a continuously improving pattern of appropriate and effective citizen and community group participation in school affairs at city and district levels.

3. Directing a continuous program of information to all Philadelphia school personnel to keep them informed concerning the total program and current problems of the school system.

4. Serving as a resource center, clearinghouse, and dissemination agency for all available types of school information.

Specific duties of the Office of Informational Services include the development of an improved system of internal and external communication for the school system. This will encompass all media; radio, TV, newspapers, bulletins, meetings, conferences, workshops, interviews, and speeches. The improvement of communication techniques is a science as well as an art and both applications should be used in the improvement of the Philadelphia public school program.

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EPS/NSBA File: (CCAA)*

A total school-community relations program covers local school, school district, and total school system levels. This Office is assigned the basic responsibility for planning the program for the maintenance of more continuous and effective liaison with the Home and School Council and various civic, government, business, and community organizations. And, finally, this Office should maintain a central filing, information, and service center on educational matters that will be recognized as the best source of educational information in the community.

SOURCE: Board of Education, Philadelphia, Pa.

* *NOTE: This exhibit offers an illustration of how to expand the EPS classification and coding system. Please see your EPS Handbook for a full explanation.*

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EPS/NSBA File: GBBA-R (CF. KB)

JOB DESCRIPTION
COORDINATOR OF SCHOOL-COMMUNITY RELATIONS

1. Act as a staff officer in matters relating to public relations and school-community relations with responsibility directly to the District Superintendent.

2. Act as resource person to the Editorial Advisory Committee and an on-call member of the Administrative Council and Executive Committee.

3. Coordinate the dissemination of information within the school system, to facilitate the flow of communications among the schools and between the schools and the community through the available news media, and to complete varied assignments given the District Superintendent.

4. Keep the District Superintendent, other administrators, and staff informed of major thrusts and directions in the areas of public relations and school-community relations.

5. Keep the District Superintendent informed of prevailing public opinion relative to the school system and any shifts that occur in attitudes and convictions about specific policies, practices, and programs.

6. Work cooperatively with outside and school-connected groups that have a constructive interest in public education.

7. Attend all regular School Board meetings.

8. Makes personal contacts with press, radio, and television personnel for the purpose of creating good public relations for the district.

9. Maintains a reference service consisting of collections of information relating to past and current programs and activities of the school district; biographical material on school board members, administrative officers, faculty members, students, and graduates.

10. Assists school district personnel in writing speeches as requested.

11. Maintains a speakers' bureau for public and school purposes in cooperation with operating divisions.

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EPS/NSBA File: GBBA-R (CF. KB)

12. Arranges press conferences for school district officials and important visitors.

13. Maintains mailing lists of news media outlets, a press clipping service and periodic analysis of news coverage and treatment.

14. Arranges photographic work as needed.

15. Maintains contact with National School Public Relations Association and its state and regional affiliates.

SOURCE: Owen J. Roberts School District, Pottstown, Pa.
DATE: 10/14/69

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EPS/NSBA File: (KBG)*

PUBLIC INFORMATION ETHICS

Editor's Note: Strictly speaking, a code of ethics is not synonymous with a statement of board policy. Ethics are standards, devised by a professional society to encourage high quality professional behavior and practice from its members. Nevertheless, ethical codes do have the "stuff of policy" in them. And local districts, in consultation with staff members who bear public relations responsibilities, may wish to use the code below as the basis of a written policy that sets forth the school board's endorsement of the highest ethical standards.

Preamble
[For all persons in education]

Every educational organization has its many, varied publics with which it must maintain effective relations. Public relations must be an integral part of the total education enterprise, and everyone within that enterprise must recognize his public relations functions, responsibilities, and ethical obligations. Because all educational public relations must be founded upon certain basic precepts, we believe public relations practices should reflect the high ethical standards established by the National School Public Relations Association.

All persons in education, we believe, must accept a general responsibility for the development of effective public relations. In accordance with this general responsibility they must:

- Seek continuously the improvement of educational opportunities for all children, youth, and adults.
- Strive for professional growth and self-improvement.
- Strive, within the area of their particular responsibilities, to enhance the communication concepts and expand the activities leading to more effective interpretation of the objectives, accomplishments, problems, and needs of education.
- Utilize the growing number of resources and techniques of proven value in the field of public relations.
- Be loyal to public relations ideals and practices and also to the best interests of the organization they

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serve, striving constantly to harmonize the two loyalties.

° Maintain high standards of personal and professional conduct, guided in all activities by truth, accuracy, fairness, and good taste.

° Hold themselves accountable for the truth, accuracy, fairness, good taste, and general objectivity of their public utterances, both written and spoken.

° Preserve the confidentiality of data which have been given under conditions of trust and promise.

The Code of Ethics
[For Public Information Program Professionals]

These ethics for the educational public relations professional have been adopted by the National School Public Relations Association to promote and maintain the highest standards of personal and professional behavior and practice; to reaffirm that educational public relations is regarded as a profession; and to instill increasing public confidence in the integrity of the educational communications professional. These principles of ethics are not laws but standards by which an individual professional may determine the propriety of his conduct and relationships with each colleague, member of other professions, and with the many publics he serves.

Section I. The public relations professional with all his publics shall be guided constantly by truth, accuracy, good taste, and fairnesss.

A. He shall honor a system of fairness and good judgment in the release of educational information to the news media.

B. He shall not intentionally disseminate misinformation. The unintentional release of misinformation shall be immediately rectified.

C. He shall do nothing to lessen the personal reputation upon which his professional effectiveness rests.

D. He shall do nothing to lessen the reputation of the organization.

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Section II. The public relations professional shall give his primary loyalty and support to the educational organization which employs him, but he shall insist on the right to give advisory counsel in accordance with public relations ideals and practices.

A. A public relations professional shall, whenever possible, cooperate with other educational organizations or groups so long as his association with such groups does not cause major continuing conflict with his primary responsibility to his own organization.

B. The public relations professional shall notify his employer when policies or activities of the organization place him in an untenable position and when his employment forces him to promote activities in opposition to the principles of this Code.

Section III. The public relations professional shall be especially aware of the infleunce he wields, and he shall neither promise nor grant unprofessional advantages to those having special ties or relationships with him.

A. He shall be especially careful, as a member of a staff with special skills and information, in providing services of a political nature for persons aspiring to elected educational positions.

B. The rights of a public relations professional to exercise his privileges as a citizen and to use his special skills outside his hours of employment, in ways not adverse to the special interest of the employing agency, shall not be abridged.

C. A public relations professional in a position to exercise influence on his own organization's policies and decisions shall refrain from accepting special gratuities.

D. He shall not use for personal gain, except with the express permission of the employing organization, any of the facilities or materials which are provided for him in his employment.

E. He shall avoid any derogatory acts or utterances designed to affect the employment of another professional.

Section IV. The public relations professional shall recognize that his effectiveness now and in the future is dependent in a large

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degree upon his own personal integrity and regard for the ideals of the profession as exemplified in this Code.

A. He shall not misrepresent his professional qualifications.

B. He shall in all of his activities faithfully observe copyright laws and shall give due credit to those individuals whose thoughts and words are borrowed and used.

C. He shall cooperate with his professional colleagues to uphold and enforce this Code.

SOURCE: Adopted by the Executive Committee of the National School Public Relations Association, March 28, 1970

* *NOTE: This exhibit offers an illustration of how to expand the EPS classification and coding system. Please see your EPS Handbook for a full explanation.*

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SOURCES OF EXEMPLARY SCHOOL DISTRICT PUBLICATIONS

Each of these school districts received a rating of "excellent" in School Management's *School Publications Awards in 1969 and 1970. Those marked (*) are repeat winners or winners in more than one category. Write directly to the school districts for sample publications.*

Tucson School District, 1010 E. 10th St., Tucson, Ariz. 85717

Fremont Unified School District, 611 Olive Ave., Fremont, Calif.
*Berkeley Unified School District, 1414 Walnut St., Berkeley, Calif.
*Santa Barbara Public Schools, 720 Santa Barbara St., Santa Barbara, Calif. 93101
Beverly Hills Unified School District 255, South Lasky Drive, Beverly Hills, Calif. 90212
San Carlos School District, San Carlos, Calif. 94070
Los Alamitos School District, Los Alamitos, Calif. 90720
Sequoia Union High School District, Redwood City, Calif. 94063

*Jefferson County Schools, 809 Qual St., Lakewood, Colo. 80215
Poudre School District R-1, Fort Collins, Colo. 80521

Wilton Public Schools, Wilton, Conn. 06897

Dade County School System, 1410 N.E. 2nd Ave., Miami, Fla. 33132

East Prairie School District, Skokie, Ill. 60076
DeKalb Community Unit School District, DeKalb, Ill. 60115

*Indianapolis Public Schools, 120 E. Walnut St., Indianapolis, Ind.

*New Orleans Public Schools, 703 Carondelet St., New Orleans, La.

*Montgomery County Public Schools, 850 N. Washington St., Rockville, Md. 20850
Worcester County Schools, Market St., Snow Hill, Md. 21863
Prince George's County Schools, Upper Marlboro, Md. 20870

Brookline Public Schools, Town Hall, Brookline, Mass. 02167
Amherst-Pelham Regional School District, Amherst, Mass. 01002

Flint Community Schools, 923 E. Kearsley, Flint, Mich. 48502
Oakland Schools, Oakland County Service Center, Pontiac, Mich.
Lansing School District, 3426 South Cedar St., Lansing, Mich.

Independent School District 281, 4148 Winnetka Ave., North Minneapolis, Minn. 55427

Leflore County School District, Greenwood, Miss. 38930

St. Louis Public Schools, 911 Locust St., St. Louis, Mo. 63101
Ferguson-Florissant School District, Ferguson, Mo. 63135

Clark County School District, Las Vegas, Nev. 89109

Princeton Regional Schools, 527 Stockton St., Princeton, N.J. 08540
Rumson-Fair Haven Regional High School, Rumson, N.J. 07760
North Rockland Central School District, Stony Point, N.J. 10980

North Salem Public Schools, North Salem, N.Y. 10560
Levittown Public Schools, Levittown, N.Y. 11756
Syracuse City School District, Syracuse, N.Y. 13202
Bedford Public Schools, Box 180, Mt. Kisco, N.Y. 10549
*West Hempstead Public Schools, UFSD #27, 450 Nassau Blvd., West Hempstead, N.Y. 11552
*Roosevelt Public Schools, Roosevelt, N.Y. 11575
Board of Education, 110 Livingston St., Brooklyn, N.Y. 11201
Fox Lane Campus, Box 180, Mt. Kisco, N.Y. 10549

*Columbus City School District, 270 East State St., Columbus, Ohio
*Dayton City Schools, 348 W. First St., Dayton, Ohio 45402
Indian Hill Exempted Village Schools, 8100 Given Rd., Cincinnait, Ohio
Parma City School District, Parma, Ohio 44129

*South Lane School District, Cottage Grove, Ore. 97424

North Allegheny School District, Allison Park, Pa. 15237

Montpelier Public School System, Montpelier, Vt. 05602

*Fairfax County Public Schools, 10700 Page Ave., Fairfax, Va. 22030

Wood County Schools, 1210 13th St., Parkersburg, W. Va. 26101

*Toronto Board of Education, 155 Cottage St., Toronto 130, Ont.

FOR MORE INFORMATION ABOUT SCHOOL PUBLIC RELATIONS

Basic Resource

- *Standards for Educational Public Relations Programs.* In addition to the section on PR policies quoted in the opening discussion of this kit, these Standards offer guidelines on staffing, operating budget and financing, internal and external communications, program evaluation, and long-range planning. National School Public Relations Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036. Single copy: 25¢. Also request free copy of NSPRA's current listing of publications and PR aids.

Other Materials

- "Administration of Public Relations Programs in Local School Systems, 1966-67," *Educational Research Service Circular,* October, 1967. Reports results of major survey in the field. ERS/AASA, 1201 Sixteenth St., N.W., Washington, D.C. 20036. Price: $1.75.

- "Communications: Where Schools Go Wrong," *School Management,* May, 1970, and "Restoring the People's Faith in the Schools," *SM,* May, 1969. Two special issues that report and analyze the results of the magazine's annual School Publications Awards competitions. CCM Professional Magazines, Inc., 22 W. Putnam, Ave., Greenwich, Conn. 06830. Price: $1 each.

- "Media and Methods for Winning Public Support," *Croft Leadership Action Folio No. 8.* A resource manual with exhibits for school officials on the "arts of communication and persuasion that help strengthen ties between school and community." Croft Educational Services, Inc., 100 Garfield Ave., New London, Conn. 06320. Price: $10.00.

- *Public Information Handbook.* Five booklets in slipcase covering on, "Total Communication," "Print Media," "Electronic Media," "External Communication," and "Internal Communication." Produced by Project Public Information for state education department public information officers under a Title V program now expired. Inquire from state PIO about availability of loan copies.

- "School-Community Relations: New Issues New Needs," by M. Scott Norton. *The Clearing House,* May, 1970. The Clearing House, Fairleigh Dickinson University, Teaneck, N.J. 07666. Single copy: 80¢.

- Special section on school public relations in *The Bulletin,* July-August, 1969. Pennsylvania School Boards Association, 410 North Third, Harrisburg, Pa. 17101.